

LEAD Scholars Program

FOUNDATIONS OF LEADERSHIP SPRING 2008

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Text: **Leadership- Essential Steps Every Manager Needs To Know**, Chapman and O'Neil, Third Edition

Service Learning:

Foundations of Leadership is a service learning focused course sponsored by the Department of Management of the College of Business and LEAD Scholars. The service learning activities described in this syllabus and throughout the course will specifically meet the course objectives of developing leadership and followership skills.

This semester Ms. Migenes is proud to offer the expertise of Dr. Elisabeth Sommer, an Academic Affairs Interdisciplinary Fellow who specializes in linguistics and communication. Dr. Sommer's assignments and presentations will be designed to increase students' leadership communication abilities. The focus will be on developing communication skills that increase student's cultural and emotional intelligence as leaders. This will include 'reading' spontaneously occurring emotion in faces, even when facial expressions are subtle or last just 1/25 of a second.

The following will be included:

1- Cross cultural communication as set forth in work by Deborah Tannen, Thomas Kochman, Charles Hapden-Turner, Edward T. Hall and John Condon, especially between Anglo, Hispanic and African- Americans.

2- Research and training materials on facial expression and emotion developed by Paul Ekman.

The development of effective group process will be achieved in part through the creation and implementation of a variety of materials and collateral for the course service learning projects with non-profit organizations. This service learning course will also fulfill community needs by demonstrating student's interest and ability to be socially responsible and produce materials that will be used by non-profit organizations.

Success in this project will be determined on various levels. For the student, success will be achieved through academic engagement and achievement. Academic engagement will occur through the student assignments throughout the term. Each of the student assignments are detailed and require students to reflect on their own

perceptions of themselves and others in their leadership and followership abilities. Success will also occur through client satisfaction with project.

Teamwork will be practiced through the development of materials and collateral for Dr. Sommer's research and group accountability will be demonstrated through student reflection and evaluation of performance. This service learning course will also fulfill community needs by demonstrating student's interest and ability to be socially responsible and produce papers and materials that will be used by the Dr. Sommer.

Students will also be required to devote 15 community service hours to a non-profit organization. These community service hours may be used to fulfill the LEAD Scholars requirement.

In terms of the course content, there is a clear link to the service activity in that students will demonstrate LEAD competencies such as decision making, active citizenship and group dynamics.

If any student possesses a religious, moral or political objection to this project, they can be reassigned to another project.

Second Semester Goals:

- Continue to reinforce community building to maintain a culture of respect among LEAD Scholars for one another and for the study and practice of leadership ---- LEAD, LEARN, SERVE.
- Combine service learning principles with text knowledge to develop beneficial community partnerships.
- Relate service learning activities to servant leadership.
- Engage student involvement in the university and the community by participating in clubs and organizations, community agencies, etc.

LEAD Competencies:

- Academic Engagement: Students will function with ambiguity.
- Decision Making: Students will be able to think critically, display confidence in their decisions, effectively voice dissenting opinions.
- Active Citizenship: Students will act as an agent for change.
- Effective Followership: Students will demonstrate collaboration skills.
- Group Dynamics: Students will understand group process and demonstrate group communication.
- Conflict Resolution: Students will demonstrate mediation skills and group problem solving.

Class Representative:

Each class will elect a student to serve as class representative. This student will serve as a liaison between the LEAD Scholars office and LEAD students in the class. The class representative will be given time each class period to make announcements, share information, and gather information/ questions from students to discuss with the LEAD Scholars office.

Evaluation / Grading:

Grades of A - F will be assigned during each semester in LEAD Scholar Program courses. Grades will be based on activities such as exams, activities and events, papers, presentations, class participation and attendance. The grading scale is noted as:

A	90 – 100 %
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	below 60 %

Grading Criteria:

Attendance and Participation	125 points
Service Learning Showcase	25 points
Peer Evaluation	50 points
Reflection Paper	100 points
Service Learning Project Fulfillment	100 points
Service Learning Project Presentation	100 points
Final Exam	100 points
<i>Total Points:</i>	600 points

Make Up and Late Policy:

There are no make up assignments and no late papers or extensions on work will be issued at any time. If your paper is not handed in when class starts, it is considered late and will not be accepted. All deadlines will be strictly enforced – no exceptions.

Attendance and Participation:

Attendance in LEAD Scholar classes is an important part of the LEAD Scholars Program experience. Experiential learning, both in and out of class, is important to leadership learning and growth. While it is recognized that illness and other unforeseen events (family death, etc.) will affect attendance, points will be deducted for unexcused lateness or absences. Students having two or more unexcused absences will receive a full letter reduction in grade. Students who show up late to class will also receive a reduction in grade depending on the severity of their behavior. Excused absences are defined at a minimum as absences with prior notification given to the professor. Participation is based on student's active, quality, participation in the class. Excessive talking, disruptions, etc. will not be tolerated and offending students will be required to leave. Attendance and participation grades are determined by instructor. All grades are non-negotiable.

My Commitment to Your Success:

You will see that I am truly committed to making this course interesting and a great learning experience for you. I respect you as responsible adults and have designed this course to help you develop the competencies you need to attain success in your chosen field of endeavor.

Try Three Places Rule:

While I try to be accessible to your needs, I need your help, too. I respectfully ask that you attempt to find the answers to your questions in at least THREE places before you contact me. The answer to your question may be in your text, on a website, in this syllabus, from a team member, or easily available through minor research. If you can't find an answer after three attempts, then by all means contact me. When you call or email me, expect me to ask you for the three places that you looked for the information you need.

Peer Evaluation:

To encourage equal participation in the project, a confidential report detailing each member's participation will be required. Each member will rate each other on a 0 – 20 scale (20 = excellent; 0 = very poor). This score will weigh in the overall team score and your individual score for the course.

Professionalism:

Business professionalism should be adhered to at all times. Failure to act professionally (*especially in presence of client*) will result in severe point deduction.

Assignment Descriptions

Note: All papers must be typed, follow format and content specifications and be free from spelling, grammar, typographical and punctuation errors.

SERVICE LEARNING PROJECTS

Your class will collaborate to decide which service learning project to participate in. The selections of projects include Junior Achievement projects, Girls and Boys Town projects and other projects.

JUNIOR ACHIEVEMENT

Junior Achievement is a partnership between Junior Achievement, LEAD Scholars – College of Business Administration teams and local schools. Students may call Junior Achievement at 407-898-2121 ext 45 to schedule an on-campus meeting. Students must pass an school district on-line background check (individuals with prior arrests may not be eligible to work on school grounds).

Examples of service learning Junior Achievement projects include:

Jump Rope for Heart Program: Raise money to be used for jump ropes, help set up and organize the event at the school. All proceeds go to the Heart Assoc. Teach a JA class.

Field Day: Plan and implement a School Field Day. Provide activities, food, prizes, etc. for students who participate in Field Day activities. Teach a JA class.

Teacher Appreciation: Plan and execute a teacher appreciation event. This event will celebrate the dedication of the teachers in the school to support the students throughout the year. Provide meal, prizes, etc. for teachers/staff. Teach a JA class.

School Beautification: Raise funds/solicit donations to improve the appearance of a school. Typical items requested by school include plants, mulch, benches, etc. Organize and staff date(s) to implement plan for school beautification. Teach a JA class.

Spring Carnival: Work with PTA President to plan, coordinate, advertise, and staff school carnival to be held in March/April. Teach a JA class.

FCAT Celebration: Raise funds/solicit donations to celebrate the completion of FCAT. Provide activities, food, prizes, entertainment, etc. Teach a JA class.

Grade Level Make and Take: Plan, advertise and staff a make and take day to be held at the school. This will include fundraising for materials and food and planning a rotation of classes for numerous projects. Teach a JA class.

Family game night - Plan, organize, advertise and facilitate a family evening at the school for parents and students. This would include fundraising for games, food, supplies and door prizes. Teach a JA class.

Art Mural: Design and paint a large art mural on the cafeteria wall. Solicit a local artist for assistance or raise funds to pay for a local artist to design and/or paint the mural. Teach a JA class.

St. Augustine Trip: Raise money by hosting various fundraisers to help offset student costs for their Florida social studies trip to St. Augustine. Teach a JA class.

Kindergarten Bake Sale: Assist in planning, preparing and facilitating K classes during this one day event; responsible for advertising and promoting the date, coordinating the schedule for "sale day" and for handling and counting money from the sale. Teach a JA class.

GIRLS AND BOYS TOWN OF CENTRAL FLORIDA

Girls and Boys Town of Central Florida is the second oldest and second largest site outside of National Headquarters in Boys Town, Nebraska. Since opening in 1986, the Central Florida site has directly helped more than 12,000 children. In 2003, Girls and Boys Town of Central Florida provided help, healing and hope to 1,152 children and 163 families primarily through Residential Services, Short-Term Residential Services, and Children and Families in Need of Services. Another 15,299 children and families in the State of Florida were indirectly assisted through Common Sense Parenting®, the Girls and Boys Town National Hotline, and through outreach and professional training programs. Girls and Boys Town of Central Florida has a 97 person staff and assists 60 children. Additional information on Girls and Boys Town of Central Florida can be found at www.girlsandboystown.org. This project will incorporate service learning principles and activities. Our contact will be Mr. Terry Knox, CFE, of Girls and Boys Town.

OTHER PROJECTS:

Other projects may also be available depending on the nature of the course.

Service Learning Project Presentation

Each student will be required to deliver a short presentation on their experiences in the service learning project. To be included are: what was their role in the project, how did performing their task benefit the community and agency, what did they do that was

important to the success of the project, what type of leadership skills did they use, what type of leadership skills did they see exhibited by others in the class, were these leadership skills effective, how did participation in the project affect them, etc. Additional details will be given in class.

Reflection Paper

Each student will be required to complete a 5 – 7 typed paper, double spaced, 11 point Arial font. In this reflection paper, you should detail the service learning activity, specifically what you did, why you did it, how you did it, what groups were formed to complete the activity, what type of leadership role did you take, what type of leadership roles were evidenced by your class mates, how did the project affect you, who was your client, how did the project affect your client and the community, etc. Additional details will be given in class.

Peer Evaluation

Each student will complete a mid and end of the semester peer evaluation on each of their team members. This will encourage all team members to complete their fair share of work in the project. Students receiving poor evaluations will receive a poor grade.

***Note:** Grades are subject to adjustment by the professor based on peer feedback regarding participation in the company. Grades are also subject to instructor perception of participation.*

Participation in Service Learning Showcase

As a class, we will participate in the Service Learning Showcase on April 18th in which teams create displays of their service-learning project and compete for \$5000 in scholarship awards.

Students can submit their application online NOW at <http://www.servicelarning.ucf.edu>. Simply click on the “student” option then “student forms” to open the application window. The criteria for the showcase displays are also available at this site. The deadline for application is March 21, 2008.

Final Exam

The final exam for the course will be held during final exam week and will consist of essay and multiple choice questions. It will be a comprehensive exam, based on text readings, class comprehension and class activities. Additional details will be reviewed in class.

LEAD Scholars --- Foundations of Leadership Service Learning Project Spring 2008

Monday Schedule of Class Activities*

Week One Jan 7	Introduction
Week Two Jan 14	Decide on service learning project; Chapter 1; Chapter 2
Week Three Jan 21	No class – Martin Luther King Day
Week Four Jan 28	Separate into teams; Chapter 4; Begin work on service learning project
Week Five Feb 4	Read Ekman and Goleman
Week Six Feb 11	Hispanic and African American Communication Styles with Dr. Sommer
Week Seven Feb 18	Genderlect with Dr. Sommer
Week Eight Feb 25	“Reading Emotions” with Dr. Sommer
Week Nine March 3	What did we learn? Chapter 5; Chapter 6
Week Ten March 10	<i>Spring Break! Enjoy!</i>
Week Eleven March 17	Chapter 7; Chapter 8
Week Twelve March 24	Chapter 9; Chapter 10; Peer Evaluation Due
Week Thirteen March 31	Class Activities
Week Fourteen April 7	Final Preparations for Service Learning Showcase
Week Fifteen April 14	Reflection Paper Due
Week Sixteen April 21	Complete Service Learning Project; Service Learning Project Presentation
Final Exam	Monday 8:30 am class – Final Exam Monday, April 28, 7am Monday 2:30 class- Final Exam, Monday, April 28, 1 pm

Schedule may be adjusted according to client and class needs.